

# Welcome to Year 9



This presentation  
will be shared  
online after today  
to refer to

**24th September- Ben Francis  
- Head of Year 9**

# Housekeeping

1. Slides from this presentation will all be emailed and available on the website after this event.
2. Please remain in the areas around the plaza and E block - this way we can ensure supervision around the site.
3. Assembly point is the plaza/field - you will be shown there by staff in the event of an emergency (talks in the school hall must leave via front of school to get there).

# We work best when we work together!

- Set up a strong start for a successful year 9
- Equip you with the information, resources and channels of communication you need
- Work with you so your child to achieves their best - by being Ready, Respectful, Working and Safe



The Weald School

A 'how to' guide  
to supporting your  
child at school.

Year 7



# We work best when we work together!

## OPPORTUNITY

Challenge & support  
High expectations & empathy  
Rigour & optimism

## COMMUNITY

Mutual respect  
Working together  
All stakeholders engaged

**Because students are more  
likely to succeed if  
they and you  
feel a sense of belonging to  
the school community!**

# What does The Weald do to develop a sense of belonging in our community?

## School trips



Knowing there is someone who will listen when your child needs them

OPPORTUNITY



## School clubs & activities



Involve students in their learning

# What does The Weald do to develop a sense of belonging in our community?

Encouraging students to learning with their peers



Students forming strong relationships with staff in school



COMMUNITY



Supporting & encouraging friendships



Families taking part in school - working with staff to support our young people

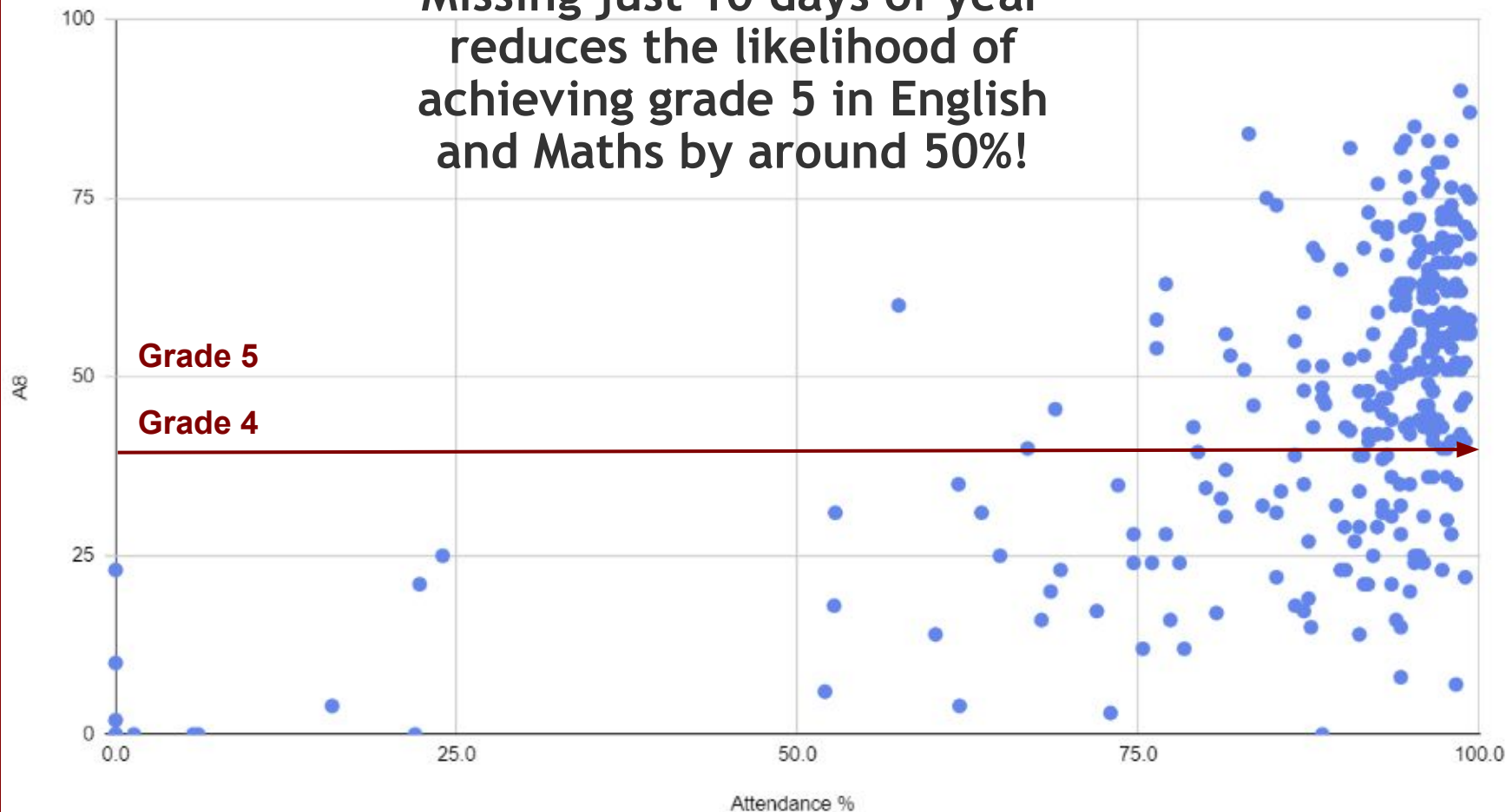
# We all work together to make attendance our priority

- Students who attend school nearly every day in Year 11 are **1.9 times more likely to achieve a Grade 5 in English and Maths GCSE** compared to students who only attend **90-95%** of the time.
- They are **3 times more likely than students** who only attend 85-90% of the time (who lost a total of 4 - 6 weeks of school).

Your child's form tutor, or another member of the pastoral team, will want to speak to you if your child is regularly missing school to find out what we can do to support them.

## A8 vs Attendance %

Missing just 10 days of year  
reduces the likelihood of  
achieving grade 5 in English  
and Maths by around 50%!





## Attending school daily gives you:

- A strong feeling of accomplishment
- Keeps you socially connected
- Builds the very best version of yourself!

### Excellent

**100%**

Keep it up!  
This is the  
absolute  
best start to  
securing  
your future  
success

### Well Done

**95%**

Remember  
there are 175  
non-school  
days a year  
for holidays  
and  
appointments

### Worrying

**92%**

Missing **17  
days** in a  
year can  
lower GCSE  
results by  
**one whole  
grade**

### Concern

**90%**

This means  
missing **4  
weeks** of  
lessons and  
learning!  
**120 lessons**

### Critical

**Below  
90%**

This equates  
to missing  
**half a school  
year** over  
five years

# Year 9 is all about...

Becoming independent learners.

Developing core knowledge and confidence in your GCSES.

## Key Milestones and Dates for Year 9 2026-27

Tracking 1- 10th November RRWS

Tracking 2- Assessments Wks 15th/22nd March

Tracking 2- 27th April

Parents Evening- 6th May

Science Triple and RS-Wk17th MAY

Tracking 3-15th June RRWS

# What works in assessment preparation?



April 2023

Dear Parent/Carer,

Year 8 Assessment Information

I am writing ahead of the Year 8 assessments Monday 15 May. This is a longer assessment than in the previous assessment weeks.

w/c 15th May - Maths, English, History, Science  
w/c 22nd May - Maths, RS, Geography, French

Assessments will all take place in classroom. Child will be informed by their teachers the this will be posted on Talary.

These assessments will check learning from child to demonstrate the progress they are these assessments (in the form of a % in the

Below is a summary of the topic/s your child revision timings, revision resources and task some advice for parents in supporting their <https://youtu.be/61tqchb8G2c>

I hope you find this helpful in supporting you me if you have any further questions.

Yours faithfully,

Mr T Brisey

Head of Year 8

Station Road, Billis  
T: 01403 787200 e: [office@the-weald.co.uk](mailto:office@the-weald.co.uk)  
Headless

[thetweald.org.uk](http://thetweald.org.uk)

Year 8 Assessment Information

15th May - 27th May

For your assessments, please bring:

- PRPRC: 2 pens, 2 pencils, ruler, rubber and calculator
- Specialist equipment is not needed for your maths assessment

Suggested revision timings (30 minutes - 1 hour per subject)

Click on this link for some [homework and revision strategies](#)

- 2 x 15 minute slots with a 5 minute break in between
- 1 x 30 minute slot with no break
- 4 x 15 minute slots with 5 minute breaks in between
- 2 x 30 minute slots with a 10 minute break in between
- Please do not revise for longer than 1 hour for each subject per week

How to revise effectively:

Students might find these feel harder, especially at first, but they are proven to help things stick

DO:

- [DO Revision Strategies](#)
- Parents / Friends testing you
- Write, cover, learn, write
- Revision cards and test yourself
- Quizlet/Semeca Learning
- Mind maps
- Keyword tests
- Reviewing topics you are NOT confident with
- Practice questions

AVOID:

- Writing notes out for a long time
- Reading over the textbook / notes for a long time
- Using untrusted websites
- Revising with your phone on music
- Revising with a laptop or computer where you are tempted to go on Youtube, etc.
- Reviewing topics you already know really well first

Subject information

| Subject | Topic/s                                                                                                                     | Revision Material                                                                                                                                                     |
|---------|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English | Reading - a character question about a main character from 'Coraline'<br>Writing - a persuasive speech on a given topic     | <ul style="list-style-type: none"> <li>• <a href="#">Coraline Revision organiser</a></li> <li>• <a href="#">BBC Bitesize speech writing</a></li> </ul>                |
| Maths   | Two x 50 minute papers. One non-calculator paper and one calculator paper<br>The topics are all those covered in year 7 and | <ul style="list-style-type: none"> <li>• <a href="#">Revision List</a> with Spax codes</li> <li>• <a href="#">Curriculum Map</a> with Knowledge Organisers</li> </ul> |

## RED REVIEW: (+ KOs) to remember more

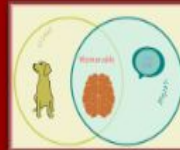
**Retrieval**  
from memory  
(no peeking!)



**Elaboration**  
explain why/how  
(in your words!)



**Dual coding**  
images with words  
(keep it simple!)



### RED Review Booklet

Don't waste time revising ineffectively.

Use proven RED Review strategies.

Practice and prepare using effective strategies to increase the chances of your revision paying off!



Look, cover, write check is a simple technique which requires no other resources! They can look at the KO (or get it out) and then you told it while you check what they remember

Give them the right answers or meaning then ask them why that is true or how it works in that way - get them to do it without looking and in their own words helps!

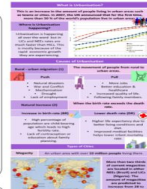
Key Questions to ask

- Why is this true? It works like this?
- Why...? How...? It...?
- How is this the same/different to other points or topics?
- Can you think of an example of this in real life or another topic?

For keywords they can create flashcards with word on one side and the definition on the other

Check those they don't know yet more, leaving a gap before checking those they know again

Mind maps work really well to show categories and connections between facts



Mix it up! - sometimes give the answer and ask them to give you the date, word, person or process that it is describing

Without looking, they can write down as much of the KO that they can remember in one colour. Then, in a different colour they can check the KO for what they forgot, adding that in. Repeating this should show they remember more in time!

For diagrams, timelines or processes ask your child to explain and teach it to you in their own words

For diagrams ask students to talk and trace - explaining each part as they move their finger over it

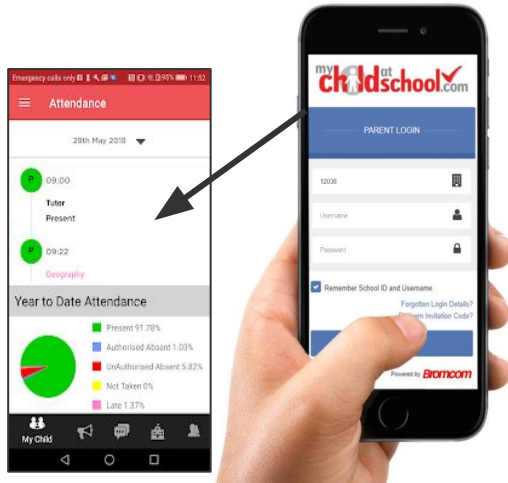
Blank out or cover up parts of the KO to see if students can remember these without looking

# How can we communicate about your child?

Daily

Termly

When needed



| Tracking overview          |       |
|----------------------------|-------|
| Attitude to Learning (ATL) | 1.60  |
| Attendance to date (%)     | 97.39 |
| Reading                    | 121   |
| House points to date       | 117   |
| Behaviour points to date   | 37    |
| CAT score on entry         | 121   |

| Subject<br>(link to Learning Journey) | Teacher | Student's approach |            |           |        | Ave ATL | Student's academic performance |                |                  |
|---------------------------------------|---------|--------------------|------------|-----------|--------|---------|--------------------------------|----------------|------------------|
|                                       |         | Ready              | Respectful | Working   | Safe   |         | Progress                       | Assessment (%) | Assessment Grade |
| Maths                                 | Mr Catt | Always             | Often      | Sometimes | Always | 1.25    |                                | 60             | M                |
| Design Technology                     |         |                    |            |           |        |         |                                |                |                  |
| English Language                      |         |                    |            |           |        |         |                                |                |                  |

General

[office@theweald.org.uk](mailto:office@theweald.org.uk)

Subject

Subject [Teacher](#), then the Subject [Leader](#)

Academic

Head of Year

Pastoral

Head of House

Worries

[help@theweald.org.uk](mailto:help@theweald.org.uk)

# How to use MCAS for daily updates

08:13

English

mychildschool.com

PARENT LOGIN

☐ Remember Email Address

Reset Password  
Sign Up

Login

v5.2024.9365.25360 Powered by **Bromcom**

Log on to MCAS

You can see your child's timetable - use this to support your child to get ready the night before

mychildschool.com

English

Term 1 - Week 02 - 07/09/2025

| Sunday<br>7th Sep                                                       | Monday<br>8th Sep                                                       | Tuesday<br>9th Sep                                                      | Wednesday<br>10th Sep                                                   | Thursday<br>11th Sep                                                    | Friday<br>12th Sep                                                      | Saturday<br>13th Sep |
|-------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------|----------------------|
| Tutor Time<br>The Weald School<br>Tutor Group<br>MWBE<br>Miss W Bearder | Tutor Time<br>The Weald School<br>Tutor Group<br>MWBE<br>Miss W Bearder | Tutor Time<br>The Weald School<br>Tutor Group<br>MWBE<br>Miss W Bearder | Tutor Time<br>The Weald School<br>Tutor Group<br>MWBE<br>Miss W Bearder | Tutor Time<br>The Weald School<br>Tutor Group<br>MWBE<br>Miss W Bearder | Tutor Time<br>The Weald School<br>Tutor Group<br>MWBE<br>Miss W Bearder | Tutor Time           |
| P1                                                                      | P1<br>The Weald School<br>Mathematic<br>7X/Ma3<br>Mrs K Whiteley        | P1<br>The Weald School<br>Art<br>7E/Ac<br>Mrs C Tester                  | P1<br>The Weald School<br>Religious<br>7E/Rs<br>Mr N Everest            | P1<br>The Weald School<br>English<br>7X/EnS<br>Miss O Francis           | P1<br>The Weald School<br>English<br>7X/EnS<br>Miss O Francis           | P1                   |
| P2                                                                      | P2<br>The Weald School<br>Science<br>7E/Sc<br>Dr M Riponmwen            | P2<br>The Weald School<br>Art<br>7E/Ac<br>Mrs C Tester                  | P2<br>The Weald School<br>Music<br>7E/Mu<br>Miss S Drake                | P2<br>The Weald School<br>Science<br>7E/Sc<br>Mr M Yates                | P2<br>The Weald School<br>English<br>7X/EnS<br>Miss O Francis           | P2                   |
| P3                                                                      | P3<br>The Weald School<br>Science<br>7E/Sc<br>Dr M Riponmwen            | P3<br>The Weald School<br>Mathematic<br>7X/Ma3<br>Mrs K Whiteley        | P3<br>The Weald School<br>Technology<br>7X/TeS<br>Mr R Simmonite        | P3<br>The Weald School<br>History<br>7E/Hs<br>Mr T Brixey               | P3<br>The Weald School<br>Physical E<br>7X/Pe2<br>Mr J Matthews         | P3                   |

# How to use MCAS for daily updates

 Homework YOU ARE HERE: Home > Homework

Subject:  ☐ Show Past Homework ☒ Show Hidden Homework (1)

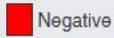
| Due Date   | Type     | Title                                  | Group  | Subject          | Teacher        | Score | Status  | Marked By | Submission Type        | View / Submit                                                                       | Hide                                |
|------------|----------|----------------------------------------|--------|------------------|----------------|-------|---------|-----------|------------------------|-------------------------------------------------------------------------------------|-------------------------------------|
| 18/09/2025 | Homework | Vocabulary_Nature of matter key words. | 7E/Sc  | Science          | Dr M Ikponmwen | 0.0   | Not Due | N/A       | No file required       |  | <input checked="" type="checkbox"/> |
| 19/09/2025 | Homework | 1. ALL ABOUT ME                        | 7E/Co  | Computer Science | Ms S Adeniyi   | 0.0   | Not Due | N/A       | No Submission Required |  | <input type="checkbox"/>            |
| 19/09/2025 | Homework | Repeat Sheet Vocab Retrieval           | 7E/Sp  | Spanish          | Mrs V Duffield | 0.0   | Not Due | N/A       | No Submission Required |  | <input type="checkbox"/>            |
| 24/09/2025 | Homework | Spellings - Energy                     | 7E/Sc  | Science          | Mr M Yates     | 0.0   | Not Due | N/A       | Submit a file online   |  | <input type="checkbox"/>            |
| 24/10/2025 | Homework | OPTIONAL: Poetry competition           | 7X/EnS | English          | Mrs J Readman  | 0.0   | Not Due | N/A       | No Submission Required |  | <input type="checkbox"/>            |

You can see your child's HW. If they are having trouble seeing all HW tasks check they have **UNCHECKED** the hide HW. They **DO** want to show past HW (and hidden HW). This is **ONLY** available on the child's app - they change their settings.

 Positive

 Neutral

Neutral



Negative

|   |    |    | September |    |    |    |    |    |    | October |    |    |    |    |    |    | November |    |    |    |    |    |    |
|---|----|----|-----------|----|----|----|----|----|----|---------|----|----|----|----|----|----|----------|----|----|----|----|----|----|
| T | F  | S  | S         | M  | T  | W  | T  | F  | S  | S       | M  | T  | W  | T  | F  | S  | S        | M  | T  | W  | T  | F  | S  |
|   | 1  | 2  |           | 1  | 2  | 3  | 4  | 5  | 6  |         |    |    | 1  | 2  | 3  | 4  |          |    |    |    |    |    | 1  |
| 7 | 8  | 9  | 7         | 8  | 9  | 10 | 11 | 12 | 13 | 5       | 6  | 7  | 8  | 9  | 10 | 11 | 2        | 3  | 4  | 5  | 6  | 7  | 8  |
| 4 | 15 | 16 | 14        | 15 | 16 | 17 | 18 | 19 | 20 | 12      | 13 | 14 | 15 | 16 | 17 | 18 | 9        | 10 | 11 | 12 | 13 | 14 | 15 |
| 1 | 22 | 23 | 21        | 22 | 23 | 24 | 25 | 26 | 27 | 19      | 20 | 21 | 22 | 23 | 24 | 25 | 16       | 17 | 18 | 19 | 20 | 21 | 22 |
| 8 | 29 | 30 | 28        | 29 | 30 |    |    |    |    | 26      | 27 | 28 | 29 | 30 | 31 |    | 23       | 24 | 25 | 26 | 27 | 28 | 29 |
|   |    |    |           |    |    |    |    |    |    |         |    |    |    |    |    |    | 30       |    |    |    |    |    |    |

|   |    |    | January |    |    |    |    |    |    | February |   |    |    |    |    |    | March |   |    |    |    |    |    |
|---|----|----|---------|----|----|----|----|----|----|----------|---|----|----|----|----|----|-------|---|----|----|----|----|----|
| T | F  | S  | S       | M  | T  | W  | T  | F  | S  | S        | M | T  | W  | T  | F  | S  | S     | M | T  | W  | T  | F  | S  |
| 4 | 5  | 6  |         |    |    |    | 1  | 2  | 3  |          |   |    |    |    |    |    |       |   |    |    |    |    |    |
| 1 | 12 | 13 | 4       | 5  | 6  | 7  | 8  | 9  | 10 | 1        | 2 | 3  | 4  | 5  | 6  | 7  | 1     | 2 | 3  | 4  | 5  | 6  | 7  |
| 8 | 19 | 20 | 11      | 12 | 13 | 14 | 15 | 16 | 17 | 8        | 9 | 10 | 11 | 12 | 13 | 14 | 8     | 9 | 10 | 11 | 12 | 13 | 14 |

## Behaviour Event Summary



16

— Negative — Positive — Neutral

This shows which dates these points were given on.

Year to Date (YTD):

|                      |    |
|----------------------|----|
| Overall Total Points | 16 |
|----------------------|----|

Total Positive Points 16

Total Negative Points      N/A

# All letters home are archived on our website

## Letters Home

For Sixth Form letters please click [here](#).



Year 7



Year 8



Year 9



Year 10



Year 11



e-Weald

# How will we reward your child?

## Rewards at The Weald



Annually

### Annual House Cup

End of year celebration for the winning house in their final double lesson.



### Gold Awards

Nominated by teachers for effort, and by subject leaders & SLT for achievement.

### Food with Friends

1000+ HPs = go for food with a friend during a lesson, or make smores in Forest School.

Termly

### Shackleton Awards

Nominations from all staff.



### Tracking Awards

Bronze, Silver and Gold awards after tracking.

### House Cup

Prizes for attendance, ATL, Golden Weald Card (positive signatures prize draw), reading classics.

### Biscuits with Bonnie

Top 10 highest HPs from each year group (no repeats).

Half Termly

### House Point Certificates

Postcard and sweets for 100/250/500/750/1000 HPs.



### HoY Reward Events

E.g. movie, sports, picnic in the reflection garden, party games.

Fortnightly

### 100% Attendance

Prize draw in house assembly: sweets, 5 minutes of freedom, resin gift.



### Commendation

Handwritten postcard + sweets + 5HPs  
Week A - HoH x3    Week B - HoY x3

### 5 minutes of freedom

Students can leave 5 mins early with a friend.  
Staff write 1 fortnightly when streaming assembly (or up to 3 postcards per HT if spaced differently).

Daily

### House Points

For being RRWS. Students receive an extra house point for each day without behaviour hits.



### Positive Signatures

Full card => 6HPs & entry to the 'Golden Weald Card' prize draw at the end of term.



# Build a strong core!

How to make a strong start in English, Maths and Science this year!

| Subject | Y9                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Maths   | Complete your Sparx Maths homework when it is set, so you have time to fix any issues before the deadline. If you get stuck, use the worked example in the linked video clip to help you answer your question. If you complete it quickly, try the optional XP Boost and Target homeworks to challenge yourself and make even more progress.                                                                               |
| English | 1) Read for 10-20 minutes every day and discuss what you are reading with someone at home. This could be non-fiction (like diaries, biographies, news articles, etc) or fiction. If you are not sure what to read, speak to your English teacher or our librarian.                                                                                                                                                         |
| Science | You will have a seperate book for Biology, Chemistry and Physics in a green, orange and purple book respectively. Try your best to recognise which topics are in which unit. There is a lot to learn at GCSE and some things are abstract so make sure you question things you don't understand and complete work outside of the lesson to support your understanding. Discuss the things that have interested you at home |



# Build a strong core!

Literacy is a vital skill that you can support at home



## Reading

Encourage regular reading of a wide range of texts (e.g. novels, magazines, articles).

## Writing

Include your child in any writing tasks at home. Let them see you writing. Discuss how to use punctuation and organise sentences and paragraphs.

More useful links to interactive sites & books can be found on The Weald website

## Proofreading

Remind students to carefully proofread their homework.

## Vocabulary

Use advanced words in daily conversation naturally. Encourage them to discover the meanings of unfamiliar words.

## Practise

Short daily quizzes or spelling games can be more effective than long revision sessions.



# Enrichment opportunities this year

|    | <u>Opportunity &amp; Community in school activities:</u>                                                  | <u>ACE WEEK 28th June - 2nd July 2027</u>                         |
|----|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| Y9 | <b>Diversity day<br/>(Hidden Figures)</b><br><br><b>Business &amp;<br/>Enterprise day - in<br/>school</b> | <b>European and UK<br/>residential trips - already<br/>booked</b> |

# Do students work in 'set' or 'streamed' groups based on their prior attainment?

Please see our website/curriculum area for [Key Stage 3](#) / [Key Stage 4](#)

| Year Group | English                 | Maths                                                                          | Science                 |
|------------|-------------------------|--------------------------------------------------------------------------------|-------------------------|
| 9          | 12 mixed smaller groups | 6 groups of higher tier (1 takes Further Maths)<br>6 groups of foundation tier | 12 mixed smaller groups |

# How to read your child's KS4 tracking report

## What's new in Year 9?

You may notice that some subjects' %s look lower than in previous years. This is because assessment is now against GCSE standards and students are only at the start of their journey. Some subjects have tiered papers (higher and foundation) - for example in maths where the difficulty varies significantly and so can't be compared. E.g. a higher Maths paper pass may require 25%, whereas a foundation pass may require 65%. The best thing to do is look at the progress colour - **green is good!**

| Subject<br>(link to Learning Journey) | Teacher | Student's approach |            |           |        | Ave ATL | Student's academic performance |                |
|---------------------------------------|---------|--------------------|------------|-----------|--------|---------|--------------------------------|----------------|
|                                       |         | Ready              | Respectful | Working   | Safe   |         | Progress                       | Assessment (%) |
| Maths                                 | Mr Catt | Always             | Often      | Sometimes | Always | 1.25    |                                | 60             |
| Design Technology                     |         |                    |            |           |        |         |                                |                |
| English Language                      |         |                    |            |           |        |         |                                |                |

Progress in each subject:  
**green** for no concerns and  
**yellow** for concern.

% score which your child attained  
in their most recent significant  
assessment in each subject.

# Option Changes ...

- All options change requests must ONLY be done via Miss Cortizo
- They can only be done AFTER 2 full weeks - so from Monday 21/9 only
- This will be done in person, in my office (E1) at break times - drop in
- Option change requests have to be reviewed and may not be agreed there and then
- Option change requests can only be made up to (and not including) Oct half term - after that the options are 'locked in'

# **Thank you for coming!**

**Please take a QR code sheet - this has the  
links to all of the online documents**